

Grade

7

meapTM
Michigan Educational Assessment Program

Item Descriptors



WRITING
FALL 2012

**MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.

Copyright© 2012, by the Michigan Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted, in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Michigan Department of Education.

Portions of this work were previously published.

Printed in the United States of America.

Students were instructed to read the directions below silently as the test administrator read them aloud.

PART X

STUDENT WRITING SAMPLES

DIRECTIONS:

In this part, you will read two Student Writing Samples silently and answer multiple-choice questions about the writing samples. You may look back at the writing samples as often as needed.

You must mark all of your answers in Day X, Part X of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

Type: Student Writing Sample**Genre:** Generic

- 1 W.PR.06.01:** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece

Identify the writer's purpose for writing the sample.

- A** purpose that supports one idea in the sample
- B** purpose that does not support the main idea
- C** purpose that supports one idea in the sample
- D** correct, purpose that supports the main idea

- 2 W.PS.06.01:** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Identify the writer's purpose for including a sentence.

- A** purpose that misinterprets character's reaction
- B** purpose that provides an incorrect explanation
- C** correct, purpose that illustrates character's reaction
- D** purpose that incorrectly compares two events

- 3 W.PR.06.01:** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece

Identify the appropriate audience for the sample.

- A** correct, audience that enjoys events similar to the main one in the sample
- B** audience that wants to learn about an activity that is only briefly mentioned in the sample
- C** audience that enjoys activities that are only briefly mentioned in the sample
- D** audience that wants to learn about an activity that is only briefly mentioned in the sample

- 4 W.SP.06.01:** in the context of writing, correctly spell frequently encountered and frequently misspelled words.

Identify the correct spelling of frequently encountered word.

- A** word misspelled
- B** word misspelled
- C** word misspelled
- D** correct spelling

- 5 W.PS.06.01:** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Identify the sentence that identifies the writer's opinion.

- A** sentence that states a fact
- B** correct, sentence that identifies writer's opinion
- C** sentence that states a fact
- D** sentence that states a fact

- 6 W.GR.06.01:** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

Identify the sentence that has been fixed or edited correctly.

- A** revised sentence uses incorrect punctuation
- B** revised sentence uses incorrect punctuation
- C** revised sentence uses incorrect punctuation
- D** correct, revised sentence uses correct punctuation

- 7 W.GN.06.01:** write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.

Identify the correct genre of the sample.

- A** correct, genre that supports the writer's topic
- B** an incorrect informational genre
- C** an incorrect informational genre
- D** an incorrect informational genre

- 8 W.PR.06.05:** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

Identify the sentence that should be removed from the sample.

- A** paragraph that supports the main idea
- B** paragraph that supports the main idea
- C** correct, paragraph that is redundant
- D** paragraph that supports the main idea

Type: Student Writing Sample**Genre:** Generic

- 9 W.PR.06.02:** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).

Identify the graphic organizer used to write the sample.

- A** correct, a graphic organizer that could be used to write the entire sample
- B** a graphic organizer that could be used to write only one part of the sample
- C** a graphic organizer that could be used to write only one part of the sample
- D** a graphic organizer that could be used to write only one part of the sample

- 10 W.PR.06.01:** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece

Identify the writer's purpose for writing the sample.

- A** purpose that supports only one idea from the sample
- B** purpose that misinterprets the main idea
- C** correct, purpose that supports the main idea
- D** purpose that misinterprets the main idea

- 11 W.SP.06.01:** in the context of writing, correctly spell frequently encountered and frequently misspelled words.

Identify the correct spelling of frequently encountered word.

- A** word misspelled
- B** word misspelled
- C** word misspelled
- D** correct spelling

- 12 W.GR.06.01:** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

Identify the sentence that incorrectly uses a word.

- A** word used correctly in sentence
- B** word used correctly in sentence
- C** correct, word used incorrectly in sentence
- D** word used correctly in sentence

- 13 W.SP.06.01:** in the context of writing, correctly spell frequently encountered and frequently misspelled words.

Identify the correct spelling of frequently encountered word.

- A** correct spelling
- B** word misspelled
- C** word misspelled
- D** word misspelled

- 14 W.PS.06.01:** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Identify the type of figurative language used in the sentence.

- A** type of figurative language that is not present in sentence
- B** correct, type of figurative language that is used in the sentence
- C** type of figurative language that is not present in the sentence
- D** type of figurative language that is not present in the sentence

- 15 W.GR.06.01:** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

Identify the sentence that has been fixed or edited correctly.

- A** revised sentence uses incorrect punctuation
- B** revised sentence uses incorrect punctuation
- C** correct, revised sentence uses appropriate punctuation
- D** revised sentence uses incorrect punctuation

- 16 W.PR.06.05:** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

Identify the sentence that should be added to the paragraph.

- A** sentence that does not logically fit in the paragraph
- B** correct, sentence that transitions to the next paragraph
- C** sentence that does not transition to the next paragraph
- D** sentence that does not logically fit in the paragraph

Students were instructed to read the directions below silently as the test administrator read them aloud.

PART X

PEER RESPONSE TO A STUDENT WRITING SAMPLE

DIRECTIONS:

In this part, you will write an answer to a question about a Student Writing Sample. The paragraphs in the Student Writing Sample are numbered to help you. Your audience will be interested adults.

You must write your response on the lines in Day X, Part X of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, circle, or write in this booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

PEER RESPONSE TO A STUDENT WRITING SAMPLE

- 17 W.PR.06.02:** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).

CHECKLIST

DIRECTIONS: Use this checklist after you have completed your response to revise and edit your writing.

- _____ Did I clearly answer the question?
- _____ Did I support my answer with details and examples from the Student Writing Sample?
- _____ Did I explain why my suggestions improve the Student Writing Sample?

Students were instructed to read the directions below silently as the test administrator read them aloud.

PART X

NARRATIVE WRITING

DIRECTIONS:

In this part, you will be asked to write a story about a given topic. You may use examples from real life, from what you read or watch, or from your imagination. Your audience will be interested adults.

You must write your response on the lines in Day X, Part X of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, circle, or write in this booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

NARRATIVE WRITING

- 18 W.GN.06.01:** write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.

CHECKLIST

DIRECTIONS: Use this checklist after you have completed your response to revise and edit your writing.

- _____ Did I write a story that is focused on the topic?
- _____ Did I develop my ideas with details and examples?
- _____ Did I organize the story so that it makes sense?
- _____ Did I use a variety of words, phrases, and sentences?
- _____ Did I spell, capitalize, and punctuate correctly?

Students were instructed to read the directions below silently as the test administrator read them aloud.

PART X

INFORMATIONAL WRITING

DIRECTIONS:

In this part, you will be asked to write an informational response to a topic or question. Your audience will be interested adults.

You must write your response on the lines in Day X, Part X of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, circle, or write in this booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

INFORMATIONAL WRITING

- 19 W.GN.06.02:** write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.

CHECKLIST

DIRECTIONS: Use this checklist after you have completed your response to revise and edit your writing.

- _____ Did I stay focused on the topic and the task?
- _____ Did I develop my ideas with details and examples?
- _____ Did I use logical order so my writing makes sense?
- _____ Did I use a variety of words, phrases, and sentences?
- _____ Did I spell, capitalize, and punctuate correctly?



Bureau of Assessment and Accountability (BAA)
Michigan Educational Assessment Program (MEAP)
Phone: 1-877-560-8378
Website: www.michigan.gov/meap
Email: baa@michigan.gov